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QUARTERLY REPORT

JANUARY 1 TO MARCH 31 2005



Projet d'Appui à l'Enseignement Moyen (PAEM)
Children's Learning Access Sustained in Senegal (CLASS)
and SENEGAL'S IMPROVED TEACHER TRAINING (SITT)

FOR U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

WITH TOSTAN, RESEARCH TRIANGLE INSTITUTE, MCID,
AND FONDATION PAUL GERIN LAJOIE

AN EQUIP2 ACTIVITY



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List of Acronyms

AED	The Academy for Educational Development
APE	Parents' Association
ARD	Regional Development Agency
CE	School Principal
CEM	Middle School
CGC	Community Management Committees
CGE	School Management Committee
CLASSE	Children's Learning Access Sustained in Senegal
CNCS	National Committee for Coordination and Monitoring
CNFC	National Center for In-service Training
CNEPSCOFI	National Committee of Female Teachers Promoting Girls' Enrollment
CR	Regional Council
CRCS	Regional Committee for Coordination and Monitoring
CTR	Technical Regional Coordinator for School Construction
DAGE	Directorate of General Affairs and Equipment
DCESS	Directorate of School and Sanitary Construction and Equipment
DEMSG	Directorate of Middle and General Secondary School
DPRE	Directorate of Planning and Education Reform
ENS	National Teacher Training School
GOPE	Observation Group for the School Project
IA	Academy Inspectorate
ICT	Information and Communication Technology
IDEN	Departmental Inspectorate of National Education
IR	Intermediate Result
MCID	Mississippi Consortium for International Development
ME	Ministry of Education
MERA	Monitoring, Evaluation, Reporting and Analysis
MOD	Construction Supervisor
NGO	Non governmental Organization
PDEF	10 year Educational and Training Program/Plan Decennal de l'Education et de la Formation
PE	School (development) Plan
PMP	Performance Monitoring Plan
PRF	Regional Training Poles/Centers
RTI	Research Triangle Institute
SIR	Sub-intermediate Result
SO	Strategic Objective

CLASS USAID Contract Number: 685-A-00-03-00119-00

AED Project Number: 3180-04

Current Obligated Amount: \$5,700,000

Duration: August 5, 2003 to August 4, 2008

SITT USAID Contract Number: 685-A-00-03-00190-00

AED Project Number: 3180-07

Current Obligated Amount: \$2,764,106

Duration: November 21, 2003 to September 30, 2007

I. BACKGROUND

In August 2003, USAID selected the Academy for Educational Development (AED) as the implementing agency of the PAEM/CLASS project under the EQUIP LWA 2 (Education Quality Improvement Program, Leader with Associate Award 2). The CLASS project's main objective is to develop a quality middle school education that will equip a larger number of Senegalese citizens with basic skills necessary for increased participation in the political, economic and social development of the country. The program will achieve this objective by 1) increasing the capacity of the middle school system to enroll more children, particularly girls, through construction and rehabilitation of middle schools, 2) improving the quality of middle school education by strengthening the capacity of teachers and school directors, and empowering parents and communities to be involved in their children's middle school education, and 3) facilitating the decentralization process of management planning and funding of the middle school system.

The SITT component expands on the quality aspect of CLASS. The overall strategy for improving quality will be tied to refining and implementing teacher and school director education policies based on Senegal's Ten Year Plan for Education and Training (PDEF); it includes developing standards, training modules, and an integrated training delivery system to create an effective, high quality middle school teacher and school director corps.

AED's key partners on this project include the Directorate for General Middle School and Secondary Education (DEMSG) in the Ministry of Education, the Research Triangle Institute (RTI), the Mississippi Consortium for International Development (MCID), Tostan and the Paul Gerin Lajoie Foundation, for the SITT component.

This quarterly report combines both CLASS and SITT and covers the period from January 1 to March 31, 2005. It is presented in the form of narratives for each component followed by several tables that illustrate the numbers of partners trained during the quarter.

II. Access and participation component

Increased capacity of middle schools

Results expected for Component 1: Access and Participation

Key Intermediate Result (KIR)-1 : Increased capacity of middle schools Mid-term results (contract duration) over which the project has a direct influence	
SIR 1.1 At least 18 middle schools are built	Target – Year 2 18 middle schools built
SIR 1.2 At least 12 middle schools are renovated	Target – Year 2 12 middle schools renovated
SIR 1.3 Girls increasingly complete middle school and are enabled to continue their education (also linked to SIR 2.5)	Target – Year 2 15 communities develop and implement support programs related to health to promote and support girls' education
SIR 1.4 30 communities participate in construction, renovation, maintenance and improvement activities of their local middle school (also linked to SIR 3.2 and 3.3)	Target – Year 2 30 communities are actively involved in the construction and renovation process

From January to March 2005

Construction and renovation of 18 middle schools (Phase 1)

This quarter was characterized by a number of technical site visits to monitor construction and renovation work at 18 sites, where work began in October 2004. The Project's consultant engineer, as well as regional government engineers, visited each site every month and submitted written progress reports. In general, the work is proceeding satisfactorily and is expected to be completed in the month of April.

Getting ready to paint a classroom block





The ceiling is installed in one of the classrooms.

On February 9, one of the construction sites, at the CEM of SOUM in the region of Fatick, was visited by a delegation including the US Ambassador and the Director of USAID. Local officials and the populations of the surrounding communities welcomed the US delegation and expressed their sincere thanks for the efforts being undertaken to provide rural children with neighborhood middle schools.

The inauguration of one of the newly built middle schools, at Karantaba in the region of Kolda, is currently scheduled to take place on April 12. The US Ambassador, USAID Director and the Minister of Education are expected to meet with local officials and visit the completed school.

Work at two renovation sites, at Diakhao Sine and Maka Kahone, began in late January. Monitoring visits have shown that the work there is progressing normally.

Planning for Phase Two, Construction of 8 schools, renovation of 4

A request for bids for the construction of the 8 remaining schools was made public on January 12. Firms from Dakar, as well as from the three regions, are expected to submit their bids in mid-February. Review of the bids will take place in March and April. Awards are expected to be made in time for construction firms to begin work in April, at least a month before the start of the rainy season.

A timeframe for starting work at the 4 remaining renovation sites has not yet been set. In Quarter 1 a request was made to USAID to seek additional funding to compensate for the budget shortfall experienced as a result of the falling dollar. USAID is working with AED and the Government of Senegal to ensure that the funding required to complete the renovation program is available. AED expects the issue to be resolved early in Quarter 3, and immediately thereafter will issue the final request for bids for renovations at the four remaining sites.



US Ambassador Roth visits the CEM of SOUM

School furniture

Final touches were made to the technical specifications for school furniture, after consultation with the DCESS and several MOE staff, and public request for offers was made on March 14. Offerors are expected to deliver their offers by April 18, and contracts will be awarded in May, with delivery of furniture to the schools planned for September 2005.

The items to be purchased include:

- student desk/chair combinations
- administrative desks, chairs
- teacher desks and chairs for each classroom
- work tables and chairs for the teachers' room, library and multipurpose rooms
- bookshelves and supply cabinets

Purchasing of equipment such as computers, photocopiers, and printers for the schools will take place as soon as schools develop maintenance plans and demonstrate that they have established electric and water connections at the school.

Community Education and Mobilization

TOSTAN continued its program of community

education in the 30 target communities of the Project. During this quarter, educational programs were provided on hygiene and health topics which were of great interest to the community. As a result of these educational sessions, community members organized in Community Management Councils have conducted outreach activities in their localities. The following table provides some examples.



Communities select the color scheme for the neighborhood middle school.

The Community Management Council of	conducted outreach activities in neighboring villages and also collected funds to support
MEDINA YERO FOULA, KOLDA	girls' education and improved health and hygiene
	improved health and hygiene, reducing female genital cutting and early marriages
DIOHINE, FATICK	promoting girls' education and healthy mothers and children
DIOSSONG, FATICK	maintaining new middle school buildings, reducing malaria and increasing vaccinations
FONGOLIMBI, KEDOUGOU	providing water to the school construction site

Keeping girls in school and supporting community middle schools

The Regional Association of Women Advisors (Elected officials) of Tambacounda is a new organization that was begun after leadership training provided by the National Democratic Institute (financed by USAID). Several members of this association were invited to the Regional Workshop on Keeping Girls in Middle School that PAEM held in Quarter 1. As a result of the expressed interests of the members to support PAEM's efforts, a two day training program was developed and provided to all the members this quarter. The workshop was intended to inform the members about the negative repercussions of girls' abandoning school and about the need for communities to be directly involved in school leadership and management. The women leaders were also provided with training in communication strategies and tools that they could use to design and deliver IEC campaigns in their communities, and take a more active role in promoting education.

A total of 174 women advisors and leaders were selected and trained. At the end of the workshops, the participants develop community action plans to conduct local discussions and appeals to promote girls' education and ensure that communities met their obligations towards the new PAEM schools in their midst. The training was carried out at three local workshops:

- March 4 and 5 in the commune of Tambacounda
- March 19 and 20 in Moudery
- March 23 and 24 in Salemata

The workshops were the scenes of moving personal accounts in favor of girls' education and of local officials swearing to continue to provide support for expanded efforts. Several of the moving statements are provided in the box below.

- *My name is Mariétou NDIAYE. I was born the 25th of April, 1989, in Moudery. I was a student in Diawara and then I quit school during the 6th form. My parents (my mom) didn't want me to stay in school for the simple reason that she wanted me to be the cook of the house. She succeeded because I didn't go back to school for three years. But today, thanks to TOSTAN and PAEM, I've gone back to school with three years to make up. I've started again with an average grade of 12.33/20 and am on the honor roll. I know that today, lots of girls in our village have let their studies go because their parents simply do not understand the importance of studies. I ask parents to let their daughters study.* Provided in writing and read to those present, Sunday, March 20th, 2005.

- *My only daughter, a brilliant student from primary school to junior high, got pregnant suddenly during 5th form). The man responsible for her fate is none other than her very own teacher! To add insult to injury, my daughter was run out of school with her baby in her arms, and the father, that is, the teacher, continues to teach in the very same junior high. There is no doubt that this teacher will continue to do his dirty work with other girls who, out of fear, won't ever speak out. Such teachers do not deserve to keep their jobs in schools. Moreover, such acts warrant public scrutiny on the national level, including the Ministry of Education, so that justice may be exacted.* Spoken by Madame Fatoumata SAKILIBA, Advisor from Missirah Sirimana



- *At the opening ceremony of the workshop in Salemata, the Under Secretary asked women who have completed middle school to raise their hands and there were only 3 hands raised: those of the President of ARD, the Coordinator of PAEM and the Secretary of ARD, out of 61 women in attendance in the room. When he asked that those who had left school after CM2 to respond in kind, at least 15 hands were raised. The Under-secretary concluded, "It is against just this tragedy that we are fighting: see how the three women who finished middle school are women with professional responsibilities while the others are living in precarious conditions." His words were followed by a dramatically moving silence.*

Scholarships for High School Students

During this quarter plans were made to implement the agreement entered into by The SONATEL Foundation and USAID to provide 900 scholarships to needy female high school students in the three target regions of CLASS. A National Steering Committee was put in place, including representatives from the SONATEL Foundation, USAID, the CLASS Project and the DEMSG. Announcements of the program were sent to all the high schools in the three target regions and regional committees were set up to review the candidates for the first year of the program. At the end of March, the

national committee sent representatives to each region to participate in the selection process and as a result 60 girls were selected. These girls met rigorous academic standards and showed evidence of coming from economically disadvantaged families.

A second selection process, to recruit additional disadvantaged girls for the program will take place in Quarter 3 and awards for this school year will be made.

Problems encountered, solutions proposed

At the end of the quarter, AED was still awaiting the finalization of an amendment to the CLASS agreement to include the management of the SONATEL and MICROSOFT. This amendment is expected to be signed in early April.

Activities planned for April to June 2005

- Provisional Inspection of 18 sites
- Review of offers for school furniture and issuance of purchase contracts
- Training in developing school maintenance plans and in maintaining buildings and school site
- Award of contracts for 8 sites and start up of construction works
- Monitoring of construction sites
- Issuance of request for bids for remaining 4 renovation sites
- Training of elected women leaders in the regions of Fatick and Kolda
- Training on community responsibilities for 8 new construction sites
- Management of Sonatel/USAID scholarship program, including payment of awards and selection and orientation of mentors

III. Policy Component

Improved teaching and learning environment in middle schools

Results expected for Component 2 Policy and Educational Quality (CLASS)

KEY INTERMEDIATE RESULT (KIR)-2 : IMPROVED TEACHING AND LEARNING ENVIRONMENT IN MIDDLE SCHOOLS	
Mid-term results (contract duration) over which the project has a direct influence	
SIR 2.1 All the principal stakeholders share the same vision of the role and management of a rural neighborhood middle school	Targets – Year 2 Research results confirm broad consensus on a vision for a quality community middle school Consensus on a shared vision is shared in national and regional conferences
SIR 2.2 A profile of the middle school graduate provides an overall direction for planning and implementing curriculum and materials development, life skills supplements, teacher training, principal training, and community participation.	Targets – Year 2 A profile of the middle school graduate is available and shared widely The profile of the middle school graduate influences innovations in teaching strategies and in teacher training

KEY INTERMEDIATE RESULT (KIR)-2 : IMPROVED TEACHING AND LEARNING ENVIRONMENT IN MIDDLE SCHOOLS	
Mid-term results (contract duration) over which the project has a direct influence	
SIR 2.3 Increased capacity of the DEMSG to manage and provide services appropriate to the roles and responsibilities of all actors	Target – Year 2 DEMSG staff identify improvements needed in services provided to support regional and local actors

From January to March 2004

Middle school education day: Sharing results and perspectives with CLASS partners

On February 24, the Project met with approximately 200 partners to review the project's results to date and to identify and discuss strengths and weaknesses. The "Journée de Partage" was chaired by the Minister of Education, Professor Moustapha Sourang, and included central level partners from Ministry offices (DEMSG, DPRE, DAGE, IGEN), regional level actors led by the Presidents of the Regional Councils of Fatick, Tambacounda and Kolda, and representatives from each of the 18 local communities where PAEM is currently building schools.

This event was an important venue, where the results of the Project's research and partner discussions related to building a quality middle school were shared. The performance standards for teachers and principals were presented and the project's efforts to make each rural middle school the product of community efforts were discussed. Key partners, at all levels, presented their views

on the work being undertaken and especially on the approach being undertaken to ensure that the principles of proximity, participation and partnership underlay all the project's initiatives.

The response of partners to the project's work was overwhelmingly positive. Participants were asked to share their views on the projects' strength and weaknesses, either in person, or through a written questionnaire distributed during the day.

Overall, the participants expressed satisfaction with the Project's

- Innovation : Holistic, participative and community-oriented approach;



Left to right: Pape Momar SOW, USAID, Prof. Moustapha Sourang, Minister of Education, Lorraine Denakpo, COP PAEM, Alexandre Mbaye Diop, Coordinator DEMSG celebrate "Building the Future Together" on Feb. 24, 2005

- Relevance of the actions to date
- Building of a community sense of responsibility to be active in the management of middle school
- Rapid and efficient implementation, especially in relation to construction
- Choice of sites for the new and renovated schools
- Response to a major preoccupation of the PDEF, improving access to keep girls in school
- Strengthening of the capacity of the DEMSG
- Training of regional and local actors



Representatives from community middle schools

The Minister, the Director of Secondary and Middle Education, representatives of PTAs, regional and local elected officials, and several Teacher Unions, all reiterated their support for the project and confirmed their commitment to the objectives of building quality middle schools, with increased access for all adolescents.

The participants' also expressed their desire to see the government and USAID provided additional support to middle schools through

- the construction of more schools and classrooms
- the implantation of school lunch programs
- more emphasis on reproductive health
- increased access to alphabetization programs for parents and community members
- support for principal and teacher housing in rural areas

CIES Conference

The CLASS/SITT Project participated in the International Conference of the Comparative International Education Society, held at Stanford University in California from March 22 to 26. A team consisting of the National Coordinator of the DEMSG, the Head of the DEMSG's Office of Student Services, the National Coordinator for In Service Teacher Training and the COP of PAEM/CLASS provided a presentation entitled "More or Better? Senegal's Middle School Initiatives Try to Do Both." Those present were particularly impressed with the investment the government of Senegal is making in terms of education and with the role that local communities are playing in building neighborhood schools.



El Hadj Ismaila Mbaye of the DEMSG at the CIES conference

The team's attendance at the conference also provided an opportunity for the team to visit a nearby middle school and meet with school administrators, principals, and parents to learn from them how they have initiated and managed quality improvements.

Quality Circle : Results of the study on employment opportunities for middle school leavers

A Quality Circle was held on January 26 to provide participants from central Ministry of Education offices, from teachers' unions and from other partner groups with a summary of the results of the study undertaken to identify the employment opportunities of middle school leavers in several rural regions of Senegal.

Some of the results discussed were

- respondents' level of consensus around a vision of a quality middle school, the main characteristics included:
 - good working conditions
 - quality teachers
 - good discipline
- a paradox that exists between the aspirations of young people in terms of future employment, and the types of employment needed in rural environments
 - for example, 59% of the youth queried hope to become civil servants, such as teachers, customs agents, judicial agents, etc, but parents and local community members stated that in order for rural areas to develop employment related to agriculture, transforming local products, and vocations such as carpenter, electrician, welders are most needed.
- the fact that school leavers felt adequately prepared for the world of work, even after only completing 10th grade. Most of the school leavers said that their current work provides them with revenues that adequately fulfill their needs.

The 45 participants at the Quality Circle welcomed the data provided by this survey and hoped that the rich results would be studied even further to provide decision makers with more input for improving the emphasis of middle school academic programs.

Research on Gender Differences in Teacher/Student Classroom Interactions

In order to understand whether middle school teachers show any bias in their interactions with girls and boys, a study has been developed which will be based on observations of classes in two target regions of the project. The survey has been developed by the Pedagogical Advisors in the National English Office and will be carried out with the support of regional pedagogic advisors during Quarter 3. The results of the study will be used to plan training for teachers' on gender issues.

Actions Programmed for April to June 2005

- National and Regional Quality Circles
- Planning of Study Trip for the 3rd Quarter
- Research on Gender Differences in Teacher/Student Interactions

IV. SITT component

Improved system support to teachers

Improved school management to enable school quality

Improved use of effective pedagogical strategies

Results expected for Component 2: Policy and Educational Quality (SITT)	
KIR 2: Improved teaching and learning environment in middle schools Mid-term results (contract duration) over which the project has a direct influence	
SIR 2.4 700 teachers trained as a result of improved capacity of ME training units	Targets – Year 2 Vetting and discussion of standards in target regions Training of 200 teachers Pedagogic advisors better prepared for training, supporting and evaluating teachers Functional school based training cells
SIR 2.5 New pedagogic methods are introduced in 450 middle schools (Also linked to SIR 1.3)	Targets – Year 2 Teachers trained in gender-sensitive and other pedagogic approaches that value every student Insertion of new teaching strategies in 100 middle schools
SIR 2.6 Improved Management Of Middle Schools: 450 Principals Trained In Three Key Areas (Also linked To SIR 1.4, 3.3 and 3.3)	Targets – Year 2 Vetting and discussion of standards in target regions Training of 150 principals

January to March 2005

During this quarter, significant progress was made towards using newly defined performance standards as the basis for specific training interventions. Also pedagogic advisors at central and regional levels were better prepared to plan and implement learner centered, active training for teachers.

Development of standards-based training modules

During Quarter 1, a wide array of partners was consulted and their concurrence with draft performance standards was obtained. The performance standards have been sent from the DEMSG to the Minister of Education who has been informed that the standards will serve as the foundation for in-service teacher and principal training.

Also in Quarter 1, a request for consultants and resource persons to develop training modules was published and approximately 50 candidates responded. The candidates provided sample training materials and their submissions were judged by a committee including the COP, the National Coordinator for Quality, an expatriate consultant and a senior Senegalese educator. In Quarter 2, as a result of this review, eight persons were selected to play leading roles in the development of standards-based training modules.



Discussing training modules for principals

These persons are:

M Elhadji NDAO
M Elimane SEYE

M Mamadou DIOP
M Claude SIMEDOU

M Ousmane NGOM
M Adama DIOUF

M Becaye SAKHO
M Galadio TOURE

In March two workshops were held so that the newly selected modules writers could work with the teams of educators responsible for drafting the performance standards in order to reach agreement on which standards to target and how to organize and develop the training modules. Those working on modules for Principals met on March 1 to 3, with two consultant/facilitators and developed a plan for writing and reviewing 4 standards-based modules.

Similarly, those working on teachers' training modules met from March 14 to 16. Both groups planned a cycle of writing and reviews that would result in the drafting of 4 training modules by the end of May. At that time, with the support of two international experts, the two teams will revise their modules and ready them for publication.

Printing and distribution of the Principal's Guide

The Project financed the publication of 1000 copies of the newly revised Guide for Principals. The Guide will be distributed to all principals in Quarter 3, accompanied with a CD Rom containing reference documents, including legislation concerning education and decentralization.

Development of criteria for effective school based training cells

Development of criteria for effective school training cells has been completed in the three target regions. During this quarter, three workshops were held in Fatick and Kolda. These workshops, like those of last quarter, resulted in a consensus in each region on several key criteria to be used to plan and monitor the work of the training cells. During this quarter and the rest of the school year, the project will monitor how each region takes these criteria into consideration in planning in-service support activities for teachers. Also to be monitored is the effect of the policy reminder, issued by the IA in Tambacounda, asking each school principal to ensure that school cells function as described in Ministry policy.

Training of unqualified teachers

In Quarter 1, the Project supported the organization by regional pedagogic advisors of departmental training programs for unqualified middle school regions. Six out of nine departments in the three target regions organized 3-day workshops for these teachers. In the department of Fatick, two sessions were offered for a total of 90 teachers and in Kolda, the two remaining departments of Velingara and Kolda, were the sites of workshops on developing lesson plans and assessing student learning. The workshop in the department of Kolda was held from January 31 to February 2 for a total of 35 unqualified teachers. In the department of Velingara, 30 such teachers benefited from training delivered by a team of three regional pedagogic advisors.

Action research

A pilot program of school-based action research started in Quarter 1 at four middle schools in the department of Fatick. The activity, which is led by Dr Babacar Niane, a consultant of the Paul Gerin Lajoie Foundation, provides school staff (principals, teachers) and local community members with the tools and expertise needed to identify pedagogic problems and develop action-oriented solutions that can be carried out by the community, possibly as part of the school's improvement plan.

Dr Niane has met on approximately six occasions with a committee established at each school and helped them map out a detailed strategy for achieving pedagogic objectives. The four middle schools that have been involved in this program will share their plans with the wider education community in their region and at the central level in Quarter 3.

Supporting performance improvements for pedagogic advisors

During this quarter, training in active learner-centered methods was provided to all of the national level and regional level pedagogic advisors (in our three target regions). Five days workshops, in Kaolack and in Kolda, at the end of January were provided by Dr Abdou Ndoye, of the University of Connecticut, working in collaboration with Joesph Sarr, the national coordinator for in-service teacher training. 48 pedagogic advisers attended the workshops and were highly appreciative of the content and the collegial atmosphere of the activity. The Project will work with these pedagogic advisors to monitor the application of these new skills in their future training sessions.

Problems encountered, solutions proposed

Nothing to report.

Activities planned for April to June 2005

- Quality Circle on the Action Research Pilot carried out in Fatick
- Drafting and revision of training modules, 4 for teachers and 4 for principals
- Development of a training of trainer program for delivering the standards-based training modules
- Development of a monitoring plan for the teacher and principal training to be carried out in Quarter 4
- Development of tools and training modules for teachers and school staff on gender related issues

V. Decentralization component

Increased participation of local governments and communities in education management and financing

Results expected for Component 2 Decentralization and Community Management

KIR 3 : Increased participation of local governments and communities in education management and financing Mid-term results (contract duration) over which the project has a direct influence	
SIR 3.1 The capacity of regional and departmental entities in three regions to support schools in improving educational quality will be strengthened.	Target - Year 2 Regional and local units mobilize and support school communities in construction and renovation activities and in getting financial support for school improvement plans
SIR 3.2 School management committees (SMC) will be active and effective in the target regions. (linked to SIR 1.4 and 2.6)	Target - Year 2 School management committees manage schools with the involvement of communities and with openness and transparency
SIR 3.3 Targeted middle schools in the regions will develop, implement, and refine school development plans. (linked to SIR 1.4 and 2.6)	Target - Year 2 School improvement plans are developed with community involvement

January to March 2005

The principal decentralization activities this quarter contributed to the first and second results listed above, in support of improved regional and local involvement in educational improvements and in the improved functioning of school management committees. The principal activities included:

- Discussing and improving draft versions of SMC training modules
- Planning for the training of trainers and the training of school management committees in Fatick
- Preparing the operational diagnosis of regional and community planning committees (CRCS et CDCS)

Facilitator's guide and training modules for SMC members

During March, a workshop to share the draft guide and one of the training modules was presented and discussed with a group of stakeholders in Fatick. In addition to the IA and the IDENs, experienced schools principals and representatives of local councils and of PTA groups participated in the discussion. The workshop was led by a Senegalese consultant, the CLASS Decentralization Coordinator and the DEMSG-based IVS.

The objectives of the workshop were:

- Improve the pedagogic material by adding relevant field examples and case studies related to conflict resolution in the financing and maintenance of middle schools
- Add the development of a resource maintenance plan to the topics included in the module

- Determine the most appropriate way to conduct the training of trainers and the training itself

As a result of the workshop, the participants planned the recruitment and selection process for regional resource persons to serve as trainers for the modules. These resource persons will also help SMCs develop maintenance plans.

The selection and training of regional trainers will take place in April and will be followed by the training of the members of 7 SMCs in Fatick on conflict resolution and negotiation. This first series of SMC training will be evaluated, and materials and implementation processes will be modified if needed before the interventions are repeated in Tambacounda and Kolda.

Planning for the operational diagnosis of CRCS and CDCS

In order to ensure that regional and local structures support communities in planning for and maintaining quality middle schools, it is important to understand how those actors are currently working and whether the mechanisms in place, such as the regional and departmental committees are playing the roles they are intended to play.

The Senegalese consultant who worked with RTI staff in carrying out the operational diagnosis of the DEMSG late last year was recruited to carry out a similar diagnosis in the region and departments of Fatick. This diagnostic work will take place in April ; results from the activity are expected to support the planning for Year Three interventions to improve the performance of regional and local actors.

Problems encountered, solutions proposed

Nothing to note.

Activities Planned for January to March 2005

- Training of regional trainers in Fatick
- Training of SMC members of 7 middle schools in the region of Fatick
- Operational Diagnosis of CRCS and CDCS in Fatick
- Development of school maintenance plans with 18 communities benefiting from Phase 1 of construction and renovation
- Partnering workshops with 12 communities that are part of the Phase 2 construction and renovation process
- Finalization of a capacity building plan for the DEMSG

vi. Monitoring, evaluation and reporting component

Results expected for Component 4: MERA

MERA	<p>USAID, DEMSG, and Project information and reporting requirements will be met with timely and appropriate data. USAID SO and IR reporting will be supported with appropriate baseline data and key indicators.</p> <p>DEMSG and regional authorities will be supported in decision-making by timely and relevant formative and summative information.</p> <p>DEMSG and the Project will formulate an analytical agenda to support project components and conduct targeted studies to answer the questions.</p>
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January to March 2005

Meeting of Steering Committee

The PAEM/CLASSE National Steering Committee met on February 22 under the leadership of the Ministry of Education's Director of Cabinet. 15 Committee members heard a review of project action's since the last meeting in October 2004 and discussed the perspectives for the next six months. The Director of Cabinet and other committee members congratulated Project staff for the significant progress made in terms of school construction and renovation. They provided suggestions for ensuring that community partners fulfill their commitments and offered advice for providing support for the installation of electricity and water at the various sites.

Planning data collection and use

The PAEM staff met for three days in a team building/planning retreat from February 15 to 17. Sessions included improving quarterly reports, collecting regional data, and planning for monitoring training interventions.

Providing data to Ministry about project progress

At the request of the DEMSG, the COP provided several documents to inform the Minister and Ministry staff on project progress to date and on the costs of construction underway.

Problems encountered, solutions proposed

Data on current school year enrollments was not available until late in the quarter. Regional coordinators will collaborate with Ministry planners, principals, and IDENs to collect data on the first semester in order to prepare a monitoring report in Quarter 3.

Activities planned for April to June 2005

- Meeting of the Steering Committee
- Workshop with Regional Ministry of Education planners
- Performance monitoring report

VII. Public-private partnerships component

Results expected for the Crosscutting Component

Public Private Partnerships	<p>Submit several large envelope proposals to US corporations and foundations. These will range from \$300,000 to \$500, 000.</p> <p>Submit several small envelope proposals to US foundations. These will range from \$10,000 to \$50,000.</p> <p>Organize a national campaign to get donations and resources for 18 middle schools.</p>
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SONATEL and USAID Scholarships

The COP and the National Coordinator for Access and Participation met several times with the Scholarship Steering Committee to plan the implementation of the program for the current school year. The COP presented a draft workplan and provided promotional materials, including posters and brochures. Regional coordinators also established regional scholarship committees and began the process of recruiting suitable applicants for the first year of the program.

At the end of the quarter, AED submitted a proposal for the amendment to AED's agreement with USAID, to provide funds for both the Sonatel and Microsoft components. The agreement is expected to be signed in April.

Microsoft

AED is awaiting USAID's approval of an amendment to the CLASS agreement before entering into discussions with Microsoft on the specifics of collaboration planned as a result of the USAID/Microsoft agreement. As soon as the amendment is approved, discussions with Microsoft staff and planning of activities will take place.

Campaign for Local Donors

Planning for a local campaign to get donations will begin in Quarter 3, so that key activities can coincide with the completion and furnishing of schools at the end of Year 2. The COP will work with the USAID COTR and the DEMSG to plan a strategy for attracting donations and partners.

Problems encountered, solutions proposed

Activities to help local communities obtain additional funding could not take place during this quarter as planned due to the involvement of these partners in construction and rehabilitation related activities. These local support activities will be planned for later in the year in communities where construction is complete.

Activities Planned for April to June 2005

- Start of scholarship program for high school students, with the selection of 100 awardees in April and May 2005
- Development of action plans for activities with Microsoft

- Collaboration with World Education for scholarships for girls in primary and middle school in some of PAEM's target communities
- Planning of a funds raising campaign to get donations from the Senegalese private sector

VIII. Major program activities by region

Dakar

- Request for bids, 2nd phase of construction, January 15
- Planning meeting to prepare CGE training strategy and materials, February 4
- PAEM Project Team building and planning workshop at Saly, February 16 to 18
- Meeting of National Steering Committee, February 22
- Middle School Education: Sharing Day, February 24
- Workshop to prepare for the development of principals' training modules, March 1 to 3
- Quality Circle on the Survey on Youth Opportunities, March 8
- Request for bids, school furniture, March 16
- Workshop to prepare for the development of teachers' training modules, March 14 to 16

Fatick

Access and Participation

- Visit to construction sites with CTR, January 18 to 24
- Official start of renovations at Maka Kahone and Diakhao Sine, January 24 and 25
- Visit to construction site of Diaoulé, January 25
- Visit to construction sites of Diossong and Soum with Pape Sow and the COP, February 1
- Support for the Ambassador's Girl Scholarship Program, February 3 and 4
- Visit of the US Ambassador and USAID Director to the construction site and village of Soum, February 8
- Visit to construction sites of Project Engineer, February 7 to 12
- Kick off of scholarship program for high school students, February 8
- Meeting with the CTR of Fatick and the IA of Fatick, February 9
- Visit to construction sites of Diakhao, Diaoulé, Maka Kahone and Ndiéné Lagane by the IA and the CTR, March 3 to 5
- Meeting of regional committee for the scholarship program, March 14
- Meeting to review scholarship applications with national representatives, March 15
- Collaboration with World Education with Myriam Augustin, l'IA and FEE, March 15
- Visit to construction sites with Project Engineer, March 29 to 31

Decentralization

- Planning for the Sharing Day with local project partners, February 21 to 23
- Workshop to review training materials and plan training of CGE members, March 4 and 5
- Request for applications for trainers for CGE training, March 15
- Planning for local and departmental organizational diagnosis with partner organizations, March 31

Qualité

- Planning meeting with the PRF, January 7
- Development of Terms of Reference with the PRF, January 11
- Action research in 4 target middle schools, January 12 to 14
- Regional workshop on the effectiveness of school based training units, January 17
- Quality Circle on School Improvement Plans with Ndioucor Faye, January 19
- Training of unqualified teachers, January 25 and 26
- Action research in 4 target middle schools, January 26 and 27
- Training of unqualified teachers, January 28 and 29
- Training of National and Regional Pedagogic Advisors, in Kaolack, January 31 to February 4
- 5 sessions of Action Research meetings in 4 target middle schools, during the period from February 2 to March 17

Tambacounda

Access/Participation

- Visit to construction sites by Project Engineer, January 8 to 19
- Visit to construction sites with the CTR and community meetings to prepare upcoming training of women advisors, February 4 to 12
- Planning of workshop of women advisors with consultant and the President of Regional Advisors Assn, February 26 and 27
- Departmental workshop in Tambacounda for women advisors, March 4 and 5
- Planning of workshop for women advisors, Bakel, March 9
- Meeting of regional scholarship committee led by the Academic Inspector, March 14
- Radio program on PAEM objectives, keeping girls in school and the role to be played by women advisors, RTS of Tamba, March 15
- Visit to construction sites by Project engineer, March 16 to 24
- Meeting to review scholarship applications with national representatives, March 16
- Departmental workshop in Bakel for women advisors, March 19 and 20
- Departmental workshop for women advisors and leaders, for Kedougou in Salemata, March 23 and 24

Decentralization

- Regional workshop on planning financing for middle schools, January 13

Quality

- Planning the participation of the Tamba CPI at the training in Kolda

Kolda

Access/Participation

- Visit to construction sites by CTR, January 16 to 18
- Visit to construction sites by Project Engineer, February 13 to 16
- Kick off of scholarship program for high school students, February 8
- Meeting of regional committee for the scholarship program, March 14
- Meeting with PCR of Karantaba in Sedhiou, March 4
- Visit to construction sites with Project Engineer, March 7 to 12
- Meeting with Forest agents in Karantaba to discuss planting trees at school, March 15
- Meeting to review scholarship applications with national representatives, March 17
- Meeting with the PCR of Wassadou to discuss community contributions, March 18

Quality/SITT

- Training of unqualified teachers, Kolda, January 31 to Feb 2
- Training of unqualified teachers, Velingara, February 3 to 5
- Training of Regional Pedagogic Advisors, February 7 to 11

IX. Audiences reached in training and other events

ACCESS AND PARTICIPATION

DATE	TITLE	LOCATION	WOMEN	MEN	TOTAL
ENTIRE QUARTER	Community Education Workshops	30 communities	1672	126	1798
March 4 and 5	Workshop on communication techniques for Women Advisors and Leaders to support Girls' Education	Tambacounda	51	08	59
March 19 and 20	Workshop on communication techniques for Women Advisors and Leaders to support Girls' Education	Moudery	62	04	66
March 23 and 24	Workshop on communication techniques for Women Advisors and Leaders to support Girls' Education	Salemata	61	05	66
SUB TOTAL			1846	143	1989

DECENTRALIZATION

DATE	TITLE	LOCATION	WOMEN	MEN	TOTAL
January 13	Workshop on Middle School Financing	Tamba	1	34	35
February 4, March 4 and 5	Planning meetings for CGE Training	Dakar and Fatick	0	12	12
SUB TOTAL			1	46	47

QUALITY

DATE	TITLE	LOCATION	WOMEN	MEN	TOTAL
February 24	Middle School Education Partner Day	Dakar	41	92	133
SUB TOTAL			41	92	133

SITT

DATE	TITLE	LOCATION	WOMEN	MEN	TOTAL
throughout quarter	Action research with 4 pilot middle schools in Fatick	Loul Sessene Diohine Thiaré Ndiagui Diakhao Sine	14	209	223
Jan 25-26	Workshop for unqualified teachers in Fatick	Diofor	8	27	35
January 28-29	Workshop for unqualified teachers in Fatick	Fatick	7	48	55

January 17	Pedagogic workshop	Fatick	1	27	28
January 31 to February 2	Active Training Methods for Pedagogic Advisors	Kaolack	3	19	22
January 31 to February 3	Workshop for unqualified teachers	Kolda	2	33	35
February 3 to 5	Workshop for unqualified teachers	Velingara	1	29	30
February 7 to 11	Active Training Methods for Pedagogic Advisors	Kolda	0	24	24
March 1 to 3 and March 14 to 16	Workshops to prepare for the development of training modules	Dakar	2	16	18
Subtotal for SITT			38	432	470
TOTAL FOR THE QUARTER			1926	713	2639

X. Summary of Training since Project Start

ACCESS AND PARTICIPATION

TITLE	LOCATIONS	WOMEN	MEN	TOTAL
COMMUNITY EDUCATION (TOSTAN)	30 COMMUNITIES	3292	333	3625
TRAINING OF COMMUNITY MANAGEMENT COUNCILS (TOSTAN)	30 COMMUNITIES	212	208	420
WORKSHOPS TO GET COMMUNITY SUPPORT FOR CONSTRUCTION	18 COMMUNITIES	38	240	278
WORKSHOPS ON KEEPING GIRLS IN SCHOOL	3 REGIONS	36	79	115
INTERCOMMUNITY MEETINGS (TOSTAN)	30 COMMUNITIES	333	299	632
WORKSHOPS FOR WOMEN ADVISORS	3 DEPARTMENTS TAMBA	174	17	191
subtotal		4085	1176	5261

DECENTRALIZATION

TITLE	LOCATIONS	WOMEN	MEN	TOTAL
PARTNERING AND PLANNING WORKSHOPS	3 REGIONS 18 COMMUNITIES	38	154	192
OPERATIONAL DIAGNOSES	1 REGION 3 DEPARTMENTS 1 CENTRAL STRUCTURE	43	176	219
WORKSHOPS ON FINANCING MIDDLE SCHOOLS	3 REGIONS	2	113	115
OUTREACH TO SCHOOL MANAGEMENT COUNCILS	REGION OF FATICK	5	38	43
subtotal		88	481	569

SITT

TITLE	LOCATIONS	WOMEN	MEN	TOTAL
WORKSHOPS FOR QUALIFIED TEACHERS	9 DEPARTMENTS	37	308	345
WORKSHOPS FOR UNQUALIFIED TEACHERS	9 DEPARTMENTS	30	322	362
WORKSHOPS FOR NEW PRINCIPALS	3 REGIONS	0	80	80
WORKSHOPS FOR EXPERIENCED PRINCIPALS	3 REGIONS	0	80	80
WORKSHOPS FOR PEDAGOGIC ADVISORS	DAKAR 3 REGIONS	2	66	68
WORKSHOPS TO DISCUSS PERFORMANCE STANDARDS	DAKAR 3 REGIONS 9 DEPARTMENTS	93	433	516
ACTION RESEARCH ACTIVITIES	4 MIDDLE SCHOOLS DPT OF FATICK	14	209	223
sub total		176	1289	1465
TOTAL		4349	2946	7295